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At the last meeting of the American Philological Association, held in Baltimore, in December last, Professor Hale, of Chicago, read a paper on the possibility of a uniform system of terminology for all languages studied, ancient and modern. The occasion for the paper was his observation that in the High Schools pupils studying several languages have to learn different terms for identical things and the technical language of one class-room is entirely different from that of the adjoining one.

A movement for uniformity in grammatical terminology was started at the meeting of the English Classical Association, on October 10, 1908, and various scientific bodies in England and in this country have signified their approval of the project. In England it has gone so far that a joint committee representing eight associations of teachers of ancient and modern languages has been formed, consisting of the following members: Professor E. A. Sonnenschein, of Birmingham (Chairman); Dr. Henry Bradley, of Oxford; Mr. Cloutesley Brereton, of London; Miss Haig Brown, of Oxford; Mr. G. H. Clarke, of Acton; Rev. W. C. Compton, of Dover; Miss J. Dingwall, of Clapham; Professor H. G. Fiedler, of Oxford; Rev. Dr. J. W. Gow, of Westminster; Miss E. M. Hastings, of London; Mr. P. Shaw Jeffrey, of Colchester; Mr. E. L. Milner-Barry, of Berkhamsted; Mr. W. E. P. Pantin, of St. Paul's School; Miss A. S. Paul, of Clapham; Dr. Eleanor Purdie, of Cheltenham; Professor Rippmann, of London; Dr. Rouse, of Cambridge; Dr. W. G. Rushbrooke, of St. Olave's; Dr. F. Spencer, of London; Mr. F. E. Thompson, of London, and Professor R. S. Conway, of Manchester (Secretary).

This committee recently presented an Interim Report, which is printed in the December number of Modern Language Teaching. This report presents twenty-five recommendations. The substance of them is as follows: Teachers of the different languages shall agree to use the following terms for identical phenomena: *Subject*, *Predicate*, *Predicative*, as applied to the adjective, noun, or pronoun, whether they are in combination with the verb, or with the subject, or any other part of the sentence; *Attributive*, adjective or noun; *Object*; *Adverbial Qualification*, to denote the adverbial part of the predicate, including indirect object, which is to be abolished. Sentences are to be divided into Simple

and Complex. The Complex may be either Double, Treble, or Multiple. In this way the Compound Sentence is avoided. The part of the sentence equivalent to noun, adjective or adverb is to be called *Noun*, *Adjective*, or *Adverb Clause*. The independent part of a Complex Sentence is to be called the *Main Clause*. If the part of the sentence equivalent to a noun, adjective, or adverb has no subject or predicate of its own, it is called a *Noun*, *Adjective*, or *Adverb Phrase*. *Noun* and not 'Substantive' is the part of speech. The parts of speech are *Noun*, *Pronoun*, *Adjective*, *Verb*, *Adverb*, *Conjunction*, *Preposition*; thus *Article* and *Numerical* are not parts of speech, but the terms may be used. *Possessive Adjectives* designate all words like 'my', 'thy', etc., but 'mine', 'thine', etc., are *Possessive Pronouns*. 'This' and 'that' are *Demonstrative Adjectives* or *Pronouns*. *Ipse*, *selbst*, *même*, *self*, are *Emphasizing Adjectives* or *Pronouns*. English names of cases are discarded, the case-names being in all languages in this order; *Nominative*, *Vocative*, *Accusative*, *Genitive*, *Dative*, with the addition for Latin of the *Ablative* and the *Locative*. In French and English the case used after prepositions is to be called the *Accusative*. In French the terms *Heavy* and *Light* *Pronouns* are preferable to 'Disjunctive' and 'Emphatic', or 'Conjunctive' and 'Unemphatic'. In English there is no gender recognized except in pronouns of the third person. The names for the tenses vary slightly in the different languages. The scheme for the Indicative follows:

In English we have Present, Future, Past, Future in the past (*would write*), Present Perfect, Future Perfect, Past Perfect, Future Perfect in the past (*would have written*), with special Continuous Forms of each (*is writing*, etc.). German has only Present, Future, Past, Perfect, Future Perfect, Past Perfect. In French we have also Past Continuous or Imperfect, Past Historic and second Past Perfect. In Latin and Greek Past Continuous is a variant for Imperfect and in Greek the Aorist is added. In German Preterite Perfect or Plusquamperfekt may be used for Past Perfect and Futurum Exactum for Future Perfect.

It is to be observed that the report touches only the fundamentals of objective nomenclature and very little real interference with time-honored terms is indicated thus far. The real trouble is going to come in the discussion of syntactical phe-

nomena; here the analysis is in many cases subjective, and the name of the term is apt to be much more important in the eyes of its sponsor than any consideration of teaching or learning. Who shall decide whether the Future is to be More Vivid or Less Vivid? Who shall distinguish between Anticipatory and Prospective? Who shall settle the question as to Historical or Temporal Cum? Who shall tell us what 'contingency' means in Syntax? As was remarked at the meeting of the Philological Association, the proposition is probably doomed to failure as soon as it gets past the initial steps indicated in this report, for, however much we desiderate uniformity in terminology, with all due respect to the honorable committee, it has barely begun its labors.

G. L.

LATIN IN SECONDARY SCHOOLS

II

In my first article (pages 140-142) I tried to show what we actually accomplish, and what I believe we should accomplish, and in what manner.

When our boys reach Caesar, we are no longer as free as we were in the work of the first year. For we are confronted by the definite task of reading the first four books of The Gallic War, and of giving 20 per cent of the time of the year—the equivalent of one period per week—to the translation of fairly simple English sentences, based on the text read, into Latin. To quote Cicero, I shall take up this subject "in Homer's manner, the latter topic first".

As a matter of fact, we depart somewhat radically from the requirements as laid down in the Syllabus for High Schools; we devote considerably more time to the prose work than is prescribed. Of a period of 42 minutes, I personally devote ten every day to it, and my colleagues do no less, some even more. We defend this on the score that our prose work includes the grammatical instruction needed during the year. In the second place, we differ, I think, from most schools in that our translation work during this year is largely oral. The book which we use contains twenty sentences in each exercise. After the rules of grammar, which head each lesson, have been gone over, and learned—stress is laid in this on the memorizing of an example for each rule—four to five sentences are assigned for each day. These may or may not be gone over in class; that depends largely on the time at the teacher's disposal. On the next day, the teacher reads out a sentence, while the students keep their books closed, and then he calls on a boy to translate. The boy is allowed to finish his work as well as he can, and only then the necessary corrections are made by teacher and class in common. After the task is finished, another group of sen-

tences is assigned and the next day both these and the old sentences—these latter often slightly varied—are called for, and so forth. While it seems to demand a great amount of time, this method works very well in practice, and after a while it is possible to go over twelve to eighteen sentences in no more than fifteen minutes. When all the sentences of a lesson have been done, a review is set for the next day, and this is carried on in writing, the teacher giving from three to five sentences. These are new in so far as they do not occur in the lesson, but are strictly limited in vocabulary and rules to the exercise to be reviewed. In this practice the guiding principle, to quote one of my colleagues, is that one sentence reviewed three times is worth five done but once. The monotony of this exercise is often varied by having the sentences done at the blackboard, with the corrections done as in oral work. The latter method has the advantage that it saves time, because it is possible to do the review translation of the text while boys are working at the board. Its disadvantage lies in the divided attention.

While the prose work, as thus carried on, is fairly satisfactory to ourselves, and works well also in regard to the State Examinations, which our boys on the whole pass very satisfactorily, it has the grave objection that it consumes an inordinate amount of time. It also lays us open to the charge of violating the principle that the work in prose should be based on portions of the text recently read. In this connection, I beg to say, though, that I do not believe in this principle. It is true that the work in prose should be based on the text, but it seems to me sufficient to employ the vocabulary, and occasionally the so-called idioms. To base the exercises in content on the text recently read leads in many instances—and text books—to a form of exercise which comes near to the 'trot', and I know from experience that a bright boy actually does use his prose book in this manner. I do not mean to disparage the value of what the Germans call 'retroversion', but I believe that this method should be used as it is in Germany, very sparingly, and largely as sight work. That our method of working does decidedly not prepare for the Elementary Composition of the College Entrance Examinations is a minor consideration, because I believe that this task should not be attempted by the student before the end of the third year. On the whole we discourage our students even from taking the Caesar examination at the end of the second year, in the conviction that a boy who has done his duty has attained so much more maturity at the end of the third year that this more than outweighs the loss of memory for the prepared text of Caesar.

The task of reading the required text is much less satisfactory. In the first place, the teachers of the third term complain, as I have stated in my first ar-

ticle, that the students are not able to grasp the run of a sentence. This is an indictment all the more serious as our students enter this term with 22 chapters of the first book behind them, or rather with 21, since chapter 14 is usually omitted by us, or rather we are satisfied with translating it to the pupils and having them retranslate it.

The result is that our teachers undertake the duty of teaching their boys how to translate. It seems the consensus of opinion among them that this can best be done by going over each assignment in class before it is undertaken by the student. During this class work an absolutely literal translation is insisted on, e. g. *Caesar dixit se nolle*, 'Caesar said himself to be unwilling'. Having finished a sentence in this way, we call for a statement of the general drift of the sentence, and then for an attempt to put it into intelligible English. The next day the assignment is translated again, and this time good English, though by no means a perfect expression, is expected, together with the grammatical explanations necessary. The grammatical matters involving new topics have likewise been gone over the preceding day. Finally, if there is time, the teacher may give a model translation, and on the third day he insists on a rapid and flawless review. I need not say that questions on forms constantly accompany the work, and that a rather thorough drill, especially on the verb, is thus given. But it all takes time, and that is our pressing trouble. We cannot do more than about ten lines of text in a period, at least not during the first ten weeks, and while it is true that the power of our students grows in a gratifying manner, still we are compelled to hurry toward the end of the term, and still more during the fourth half year, when it becomes imperative to find time for a review of the whole work, a review which fortunately both students and teachers are willing to make largely after school hours.

It ought to be stated also, in justice to our work, that we by no means aim at a complete grammatical interpretation. We have worked out in Committee a Syntax Outline for each term of the work, and we teach no more than is there required (see Appendix). And with it all, we are far from feeling satisfied. Every term, as we read the two hundred odd papers put before us in the State Examinations, we realize how little there is in our boys of real grasp. And while we consider this our most important task, to make the pupil capable of dealing with the form of a Latin writer, we would fain do more. There can be no doubt that the content side of Caesar is sadly neglected by us. Whatever one may think of it, we rest firm in the conviction that the Latin writers are worthy of being read *per se*, for what they say, and we feel ashamed that we cannot achieve this aim. I am sure I am speaking for the majority of my colleagues in saying that we con-

sider Caesar beyond the understanding of the average High School boy at that stage, and that we would welcome the substitution of another author, more akin to the mind and soul of our boys. Some of us, even, believe that it would be better to read an Anthology from several writers rather than four books which begin and end nowhere.

Apart from this point, however—and I am not desirous of bringing down on my head again the indignation which my first utterance to this effect met with at one of the Classical Conferences—we feel that we have a real grievance in the amount of indirect discourse which we are compelled to do during the Caesar year. It is difficult for the average student to understand the laws of reporting even in his English, with its comparatively simple change of tense. To master the rules of the Latin language seems beyond the power of all but a few. One of the deplorable results of our enforced insistence on these rules is that in later times our boys *will* persistently explain any and every infinitive they meet as an infinitive in Indirect Discourse. Nor is this all. Caesar so persistently violates the law of the sequence of tenses that it is difficult to convince a student of its validity.

It is rather strange that the vexing question of vocabulary gives us less concern than one would suppose. We have at all times vigorously insisted upon the mastery of a limited number of words, and since the appearance of the Vocabulary of High School Latin we have made this book the basis of our requirements. It is safe to say, I think, that our boys know by the end of the second year about 1,000 words fairly well, and that they have been made to realize the force of word composition. They also have mastered well the principal parts of a large number of verbs, because they must memorize and practice a certain number of these for each recitation, as they occur in the assigned lesson.

In fine, by the end of the year the majority of our students, while far from the ideal, can conscientiously be promoted into Cicero. At this date, as will appear from a perusal of the Appendix, they have a satisfactory grasp on case constructions, and on the simpler dependent clauses. What they lack is, as I have said, the ability to grapple with the 'period', and the appreciation of the content. Whether this would be gained, if we should ever be given a year and a half for the beginners' work, or if the latest proposal of the division of the twelve preparatory years into six and six should be put into effect, is, to my mind, an open question. I am not at all sure that the inherent difficulties in reading Caesar can be overcome by either reform. It is quite true that in Germany boys of from 13 to 15 years are reading the Gallic War. But these boys have behind them three years of elementary work of at least eight hours a week, and, if the recollec-

tions of my own youth still hold good, they have not learned to appreciate Caesar as literature any more than our students. More and more do the High Schools number among their student body boys who will never go to College, and who will receive all their Latin training in the school. There *must* be given a course of study which will leave them at its end with some knowledge of Roman life, and this must be gained from other authors than those now read. Perhaps it will ultimately be necessary to abandon the present policy of very large and unwieldy schools, and to establish numerous small schools, divided by their ultimate aim. Or, if financial considerations make this impossible, we may be compelled to return to a modification of the plan formerly existing in the Manhattan schools. Here we used to divide the students into those preparing for the City College, and others, and give them an instruction differing radically in the amount read. The ideal solution, however, seems to be that advocated in the columns of THE CLASSICAL WEEKLY, namely an internal reform of our teaching, by laying the emphasis not on quantity, but on quality. It is an unwarranted imputation on the honesty of purpose of the secondary teacher to say that a reduction of quantity will bring about a lowering of the standard of work done. We, for one, stand ready to prove the falsity of this assertion, and to prove that we are worthy of the confidence shown by giving us a greater freedom of judgment in deciding what our pupils shall or shall not read.

ERNST RIESS.

APPENDIX¹ REQUIRED SYNTAX FOR THIRD TERM LATIN.

(Items taught in The Bellum Helveticum are in CAPITALS; items taught in Barss are under-scored).

I. Case Constructions:

A. Before Mid Term:

Nominative: SUBJECT. PREDICATE. AP-
POSITIVE.

Genitive: POSSESSIVE. QUALITY.

Dative: INDIRECT OBJECT. INTRANSI-
TIVES. COMPOUNDS. POSSESSION. Im-
personal Passive.

Accusative: DIRECT OBJECT. PREDICATE.
LIMIT OF MOTION. SUBJECT.

Ablative: AGENT. MEANS. CAUSE. AC-
COMPANIMENT. MANNER. Attendance.

B. After Mid Term:

Dative: PURPOSE. Reference. Adjectives.

¹ This Appendix contains the minimum required by us in Latin syntax for each of the two semesters of the Caesar year, and thus it may not be without interest in comparison with the High School Syntax of Mr. Byrne. We reached our assignment independently, by making our own statistics as to the occurrence of each construction, not only in regard to frequency but also to its place during the course, and the arrangement is chronological within the divisions.

Accusative: EXTENT OF TIME AND SPACE.
Ablative: PLACE. TIME. QUALITY. COM-
PARISON. DIFFERENCE. DEONENTS.

II. Mode Constructions:

A. Before Mid Term:

Purpose (*ut*, *ne*, relative).

Result (*ut*, *ut non*).

Subordinate Clauses of Original Indicative in Indirect Discourse.

Indirect Questions.

B. After Mid Term:

Cum (descriptive-circumstantial, causal, concessive). Infinitive as Substantive, Indirect Discourse, Complementary.

REQUIRED SYNTAX FOR FOURTH TERM LATIN.

(Items starred (*) are treated in Barss I.)

I. Case Constructions:

Before Mid Term:

Genitive: Subjective, Objective, Material*, Quality*, Price, Partitive*, with Adjectives*, with Verbs*.

Dative: Separation*, Agent*.

Accusative: Secondary Object, Adverbial Phrases. Ablative: Separation*, with *opus* and *usus**, Source*, Price, Specification*, Absolute*.

II. Mode Constructions:

A. Before Mid Term:

Review the verb constructions taught during Term III.

B. After Mid Term:

Commands and Prohibitions*.

Hortatory and Jussive Subjunctives*.

Relative Clauses of Cause.

Temporal Clauses.

Verbs of Hindering and Preventing (nothing but this: *quominus*—positive, *quin*—negative).

Gerund and Gerundive*.

Supine in *um**.

REVIEWS

The Roman Assemblies From Their Origin to the End of the Republic. By George Willis Botsford. New York. The Macmillan Co. (1909).

Pp. x+521. \$4.00.

In Part I of this book, covering the first 118 pages, Professor Botsford discusses the social and political organization of the *populus*, the tribes, the centuries and the classes, and appends, rather on the score of convenience than on logical grounds, a chapter on the auspices. Part II contains a description of the several assemblies, followed (pp. 262-477) by a history of them and of comitium legislation, and by a chapter on the preservation of statutes, comitium procedure, and comitium days. The work is intended, the author tells us, as a book

of study and reference, and this end it serves admirably. The completeness with which the subject is treated, the full index, and the exhaustive bibliography at the end of the book, supplemented by special lists of books for each chapter, with references to the pertinent pages, make it easy to examine any point of interest connected with the assemblies.

In various learned publications Professor Botsford has in past years made important contributions in special fields of the general topic covered here, and in his History of Rome his views on certain fundamental matters have been stated, but in this book he has an opportunity for the first time to present a complete study of the whole subject, so far as the popular assemblies are concerned, fortified by the evidence, and many who are familiar with his views on certain controverted points in this field of investigation will turn first to the chapters in this book in which these topics are discussed, to see how his theories fit into a systematic treatment of Roman legislative institutions.

Looking at his work from this point of view the most characteristic features of it are his application of the comparative method of study to the early history, his theory of the *plebs*, his definition of the terms *concilium* and *comitia*, and his theory that there was only one tribal assembly, which in the earlier and later periods contained both plebeians and patricians, and met under the presidency of a tribune or a magistrate. In support of these views, as well as of the other conclusions which he reaches, Professor Botsford has made a thorough examination of the ancient and modern literature pertinent to the subject, and a keen critical analysis of the evidence and arguments which it furnishes.

In this brief review we can do little more than touch upon a few of the points of interest. To begin with the comparative method of study, the bearing of which is admirably stated on pp. 38-39, no one will be inclined to question the propriety of its use, but it plays a very secondary rôle, by the side of the sources, in arriving at the truth for the early period. Thus, for instance, the effective part of Professor Botsford's argument in support of his theory that the *plebs* were the mass of common freemen is based upon the ancient writers, upon etymology, and *a priori* considerations (cf. p. 37). Comparisons between the early Romans and other primitive peoples furnish some interesting parallels, but are of little further service for the purpose in hand.

His analysis of the sources, however, has furnished the author with some very strong arguments in support of all the controverted points mentioned above, and the whole forms a consistent and highly

probable body of doctrine. His discussion of the terms *comitia* and *concilium* is especially brilliant and convincing. The uses of these two words in the Republic and under Augustus, he concludes in part (p. 137), "may be explained by two simple facts: (1) that whereas *concilium* is singular, *comitia* is plural; (2) that *concilium* suggests deliberation, discussion." "The term *concilium* is, therefore, the more general term and designates an organized or unorganized assembly, while *comitia* applies only to assemblies organized in voting divisions". So far as the composition and presidency of the tribal assembly or assemblies are concerned, Professor Botsford holds that there was one tribal gathering only, that the patricians, as well as the plebeians, were admitted to it at first, were excluded from it as a result of the struggle from 449 to 339, but later on were again allowed to attend (cf. pp. 465, 300, 302, N. 1). The composition of this body for Cicero's time was the same whether it met under the presidency of the tribune or of a magistrate, but under the former "it was technically the *plebs*", under the latter the *populus*. In defense of these propositions he offers a very convincing array of arguments, the only weak point in the chain of evidence being the assumption (p. 276) that this patricio-plebeian assembly, when summoned by the tribune, was called the *plebs*.

The several Roman political institutions interacted upon one another to such an extent in their development that it is difficult to present a comprehensive treatment of one without a corresponding discussion of the others. This result, however, has been achieved rather more successfully in this book than it was by Willems in his similarly planned work on the Roman senate. But to the necessity of going outside the narrow range of his subject, we owe two of the most interesting and valuable sections of the book, those on the auspices and on the responsibility of magistrates for their political actions. The reviewer does not know of any such adequate treatment of these topics elsewhere.

The presentation in an uninterrupted form of the history of a single group of institutions has given us a clearer historical view of certain things than we have ever had before. To it we owe, for instance, a sketch of the development of modern theories upon many points in Roman constitutional history. To it we are indebted for an admirable history of comitial legislation. The chapters in which this last mentioned topic is discussed bring out many important facts and raise some interesting queries. A case in point is the anomalous condition of affairs after 287 B. C., when the popular assemblies, having at last secured independence in legislative matters, failed to exercise it. It would seem at first sight as if the commons were satisfied with having forced the senate to recognize their politi-

cal claims, but did not care for the fruits of victory. In point of fact the practical common sense of the Romans showed them that a small body like the senate made up of trained administrative officers who lived in Rome could settle the urgent and complicated questions raised by the subjugation and pacification of southern Italy, Spain, or Africa more wisely than a meeting of all the citizens could.

Another interesting point which is brought out in one of the chapters on the centuriate comitia is the failure of that body to pass any constitutional measure between 287 B. C. and the time of Sulla (cf. p. 236). Another still is the failure of the Romans to define clearly the field within which each assembly should legislate (p. 239). It is extraordinary that this vagueness in defining functions did not cause trouble when party strife was intense. In such circumstances a question might well have been settled in different ways by the different assemblies. Even if precedent assigned the weighty business to the centuriate and the less important matters to the tribal assembly, would the parties interested in the passage and defeat respectively of a given measure accept readily the classification and the consequent assignment which would imperil their cause? Yet we have no record, so far as I know, of any dispute on this subject, unless the transference of Clodius to a plebeian gens is a case in point.

We should have been glad to have a brief appendix from Professor Botsford on the comitia in the towns outside Rome. These bodies continued to meet after the Roman assemblies had died out, and many inscriptions record the results of their activity. From a study of these inscriptions, and especially from the ready made written charters of Salpensa and Malaca, which are cited in the chapter on comitital procedure, some interesting conclusions might have been drawn with reference to the results of several centuries of practical experience in legislative and electoral matters at Rome. It is only, however, the admirable treatment which Professor Botsford has given to his chosen subject which makes us wish for this addition to his book¹.

PRINCETON UNIVERSITY. FRANK FROST ABBOTT.

The Phormio of Terence, Simplified for the use of Schools. By H. R. Fairclough and L. J. Richardson. Pp. xiv + 117. Boston: B. H. Sanborn and Co. (1909).

This little book presents a most interesting experiment. The editors state that, for the sake of bringing some colloquial Latin within the reach of high school pupils, they have attempted "to adapt a play of Terence so as to eliminate, so far as possible, all ante-Ciceronian peculiarities. The metrical form of

¹ Parts of this review appeared in the January number of The American Historical Review; they are printed here through the courtesy of the editors of the Review. C. K.

the original is abandoned, and the order of words is slightly changed, so as to prevent the intrusion of verse rhythms. Archaic forms are altered to conform to later usage". On this basis, after a brief notice of Terence and an outline of the plot, the story is retold, with some condensation, in forty-eight pages of the simplified text. The rewriting does not seem very felicitous in some few places (verses 399-400, 426, 559, 790 of the original text); but difficulties that would trouble a young reader are, on the whole, skilfully smoothed away into easier phrasings.

Twenty-eight pages of notes follow the text. These are very brief, with somewhat full and elementary reference to our leading grammars. They are adequate in the main, though now and then they seem too brief or misleading, or are even utterly silent about difficulties (298-299, 559, 595, 801). The note on 119, *Non si redisset, ei pater veniam daret*, refers with some detail to statements in our grammars about contrary to fact conditions; but we really have here a less vivid future thrown into past time, without the implication of being contrary to fact, for we know from the story that Demipho has *not returned yet*.

The vocabulary has a special mark against words not given in Lodge's Vocabulary of High School Latin, and it indicates such words as are found in Caesar or in Cicero, though not in Lodge's list. Under *do*, no mention is made of the meaning 'put', which is needed for verse 625.

It is to be regretted that the editors have numbered the lines of each act of their version separately, instead of adopting one consecutive numbering. Double numbers (e. g. Act V, line 33) are not only needless, but an actual hindrance, and are always a nuisance to any reader or student.

This innovation, then, has in the main been cleverly carried out. The lover of Terence will of course miss the metrical form and the archaic flavor of the real Terence; but it is not for such as he that this book has been written. The real Terence is obviously beyond the capabilities of high school pupils; in these days, when so many teachers are voicing their dissatisfaction with the narrow range of High School Latin, and are urging an increased attention to other authors and to reading at sight, the appearance of a book like this seems very opportune. It is to be hoped that it may indeed "meet a real need".

OHIO STATE UNIVERSITY.

ARTHUR W. HODGMAN.

THE CLASSICAL ASSOCIATION OF PITTSBURGH AND VICINITY

Saturday, February 26th, was a bright day in the history of The Classical Association of Pittsburgh and Vicinity, not because the meeting was

held so far from the smoke of Pittsburgh, but because it was in the genial atmosphere of Washington and Jefferson College and because we had Dr. Knapp with us.

At 11 A. M. Dr. James Moffat, LL.D., President of Washington and Jefferson College, extended a cordial welcome to the Association and its friends. Mr. Hench, President of the Association, responded to this address. A letter of fraternal greetings was read from Professor Andrew F. West, of Princeton University.

Plato's Educational Ideals, as Given in the Republic, was discussed by Dr George B Hussey, of East Liberty Academy, Pittsburgh.

A report on the Classics in the Pittsburgh District was given by the secretary.

Current Topics were presented by Professor B. L. Ullman, of the University of Pittsburgh.

A Round Table Discussion of the Uniform College Entrance Requirements was conducted by Professor Hamilton Ford Allen, of Washington and Jefferson College. Dr. Knapp entered heartily into this discussion. Both speakers took a sane stand for a working knowledge of the language rather than a quantity test.

At high noon the Association adjourned to enjoy a most substantial luncheon generously provided by the faculty of the Washington and Jefferson College.

In the afternoon session it was our pleasure, Horace in hand, to consider with Dr. Knapp Some Phases of Roman Business Life, especially as Seen in Horace.

The committee on resolutions reported the following: "The Classical Association of Pittsburgh and Vicinity desires to express its appreciation of the courtesy of the faculty of Washington and Jefferson College for their gracious entertainment, and to Professor Charles Knapp of Barnard College, New York, for his entertaining and instructive address". This report was adopted with a hearty vote of thanks to our benefactors.

The Association adjourned to meet March 26, in the Carnegie Institute at Pittsburgh.

At this meeting the Association received six new members. N. ANNA PETTY, Secretary-Treasurer, Carnegie, Pa.

THE NEW YORK LATIN CLUB

An attendance of one hundred and three greeted the speakers at the informal meeting of the New York Latin Club, held at Teachers' College, Saturday, March 5.

Dr Arcadius Avellanus, the guest of the club, told of what he had done to further the use of Latin

as a spoken language. His enthusiasm for the use of the Roman speech as a living medium is unbounded, and he believes that life without the culture which association with the languages of Greece and Rome can give is little more than a dead thing: all the other studies are in pursuit of a livelihood—a trade. Through his efforts the use of Latin as the medium in Latin classes has been introduced in the public schools of Italy, and his views have been spread through his publication, *Praeco Latinus*, to all parts of the civilized world. Dr. Avellanus closed his address by reading several passages of Latin verse in the rhythmical cadence which he believes is the only correct way of reading Latin poetry aloud.

Professor Lodge, President of the Club, took up a number of the previous speaker's points and emphasized their value to all teachers of the language. With the new college entrance requirements, already adopted by Yale, Columbia, and Pennsylvania, and probably soon to be accepted by other colleges, the need of a live method of teaching Latin will be greatly increased. Oral teaching will be more important, and a working vocabulary for every-day life may easily be drawn from the Latin writers, with use, for modern inventions, of the Italian terminology. Books for such purposes are already in existence, and others will soon appear. The reluctance of teachers to speak Latin is due to lack of practice only: they know enough: the great need will be clearness of enunciation, in a language where so much depends upon the endings. Meantime that other most important movement for Latin teaching—the movement for a definite and restricted vocabulary in the schools, and a limitation of the syntax taught in the first year—is making rapid headway.

At the close of the meeting Dr Avellanus told of his experience in teaching a boy of seven and another of ten, so that they spoke Latin easily: the elder of these boys took a passage from Livy, selected for him by a stranger as most difficult, and on hearing it read aloud once by Dr Avellanus gave immediately an accurate paraphrase in Latin. The speaker concluded by showing his hearers how easy it is to say in Latin, "Here, waiter, bring me a plate of strawberries with cream and sugar".

EDWARD C. CHICKERING, Censor.

Attention is called here again to the fact that the annual meeting of The Classical Association of the Atlantic States will be held on April 22-23 next, at the College of the City of New York, 138th Street and Amsterdam Avenue, New York City. The programme will be distributed widely early in April.

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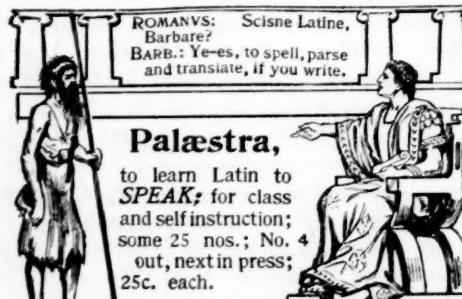
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